

STANDARD III: <i>Structural Components.</i> Structural components and policies support the Comprehensive Counseling and Guidance Program. This includes adequate resources and support for guidance facilities, materials, equipment, clerical staff, and school improvement processes.		
Levels of Performance		
School CCGP Team – Circle the boxes or highlight the indicators for your self-evaluation of your program performance. Review Team – Check the boxes that indicate your evaluation of this program’s level of performance.		
Indicators	4 Exemplary level of development and implementation	3 Fully functioning and operational level of implementation
Student Ratios	<input type="checkbox"/> Student/licensed school counselor ratio in terms of percentage of contract time devoted to CCGP activities is 350/1 or less.	<input type="checkbox"/> Student/licensed school counselor ratio in terms of percentage of contract time devoted to CCGP activities is 351/1 to 375/1.
Funding and Budget	<input type="checkbox"/> The guidance team has worked with the district and the school administration to establish a budget which adequately supports the CCGP.	<input type="checkbox"/> The guidance team has worked with the district and the school administration to establish a budget which adequately supports the CCGP.
Structural Components	<input type="checkbox"/> The CCGP facilities includes separate offices, an inviting outer welcoming area, conference room and, for secondary programs, a Career Center area. <input type="checkbox"/> Elementary counselors have adequate facilities for the CCGP. <input type="checkbox"/> Full-time clerical support. <input type="checkbox"/> Up-to-date computer facilities, software and assessment tools to meet the needs of students and personnel. <input type="checkbox"/> Extended days or hours aimed at benefiting students and parents or guardians are available and funded adequately. <input type="checkbox"/> The CCGP effectively uses all available strategies, including technology, to communicate with parents or guardians, students and staff (e.g., an updated website).	<input type="checkbox"/> The CCGP facilities include most of the following: separate offices, an inviting outer welcoming area, conference room and, for secondary programs, a Career Center area. <input type="checkbox"/> Elementary counselors have separate facilities for the CCGP. <input type="checkbox"/> Adequate clerical support. <input type="checkbox"/> Computer facilities, software and assessment tools are adequate for running the CCGP. <input type="checkbox"/> Extended days or hours aimed at benefiting students and parents or guardians are available and funded adequately. <input type="checkbox"/> The CCGP effectively uses some available strategies, including technology, to communicate with parents or guardians, students and staff (e.g., an updated website).

School CCGP Team – Describe how the program has addressed recommendations from the last review:

School CCGP Team – Describe new program goals:

For a Level 4 rating, describe how the counseling team has connected this standard with the school improvement plan:

Overall rating for this standard:					4	3	2	1	0
Levels of Performance									
2			1			0			
Limited development and/or partial implementation			Low level of development and implementation			No evidence of development or implementation			
<input type="checkbox"/> Student/licensed school counselor ratio, in terms of percentage of contract time devoted to CCGP activities, is 376/1 to 425/1 or less.			<input type="checkbox"/> Student/licensed school counselor ratio, in terms of percentage of contract time devoted to CCGP activities, is 426/1 to 475/1 or less.			<input type="checkbox"/> Student/licensed school counselor ratio, in terms of percentage of contract time devoted to CCGP activities, exceeds 475/1.			
<input type="checkbox"/> Some funds are provided for the needs of the CCGP.			<input type="checkbox"/> Evidence shows that funding is inadequate for the needs of the CCGP.			<input type="checkbox"/> No funding is available to support the CCGP.			
<input type="checkbox"/> The CCGP facilities include some of the following: separate offices, an outer welcoming area, conference room and, for secondary programs, a Career Center/area.			<input type="checkbox"/> The CCGP facilities are outdated or do not include most of the following: separate offices, an outer welcoming area, conference room and, for secondary programs, a Career Center/area.			<input type="checkbox"/> The CCGP facilities are outdated or do not include most of the following: separate offices, an outer welcoming area, conference room and, for secondary programs, a Career Center/area.			
<input type="checkbox"/> Elementary counselors have limited space for the CCGP.			<input type="checkbox"/> Elementary counselors share space with other educators for the CCGP.			<input type="checkbox"/> Elementary counselors do not have space for the CCGP.			
<input type="checkbox"/> Clerical support is part-time or otherwise limited.			<input type="checkbox"/> Clerical support is limited.			<input type="checkbox"/> Clerical support is unavailable.			
<input type="checkbox"/> Computer facilities and/or software and assessment tools are limited and do not support the needs of all students or the staff.			<input type="checkbox"/> Computer facilities and/or software and assessment tools are limited and do not support the needs of all students or the staff.			<input type="checkbox"/> Computer facilities, software and assessment tools are not available.			
<input type="checkbox"/> Limited availability of extended days/hours to benefit students and parents.			<input type="checkbox"/> Extended days/hours to benefit students and parents are unavailable.			<input type="checkbox"/> Extended days/hours are unavailable to students and parents.			
<input type="checkbox"/> The CCGP effectively uses few available strategies, including technology, to communicate with parents or guardians, students and staff (e.g., an updated website).			<input type="checkbox"/> The CCGP uses no available strategies, to communicate with parents or guardians, students and staff.			<input type="checkbox"/> The CCGP uses no available strategies, to communicate with parents or guardians, students and staff.			

Review Team – Check the boxes that indicate your evaluation of the program’s level of performance.

Review Team – Describe current program strengths:

Review Team – Identify new program recommendations: